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AUTHOR	Cuban, Larry
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ABSTRACT

This book reflects on why it is so difficult to achieve good schools. It features ideas on teacher education, curriculum, and school administration; offers vignettes of four "good" schools (traditional, progressive, community-based, and democratic) that clearly differ from one another; and illustrates that there is no one type of schooling that is inherently better than the other. The book discusses the centrality of teaching to substantial and lasting school improvement. Four chapters focus on: (1) "Why Have American Public Schools become an Arm of the Economy?" (business-led school reform and assessing business-inspired reform); (2) "Why is it So Hard to Get More 'Good' Schools?" (e.g., what has made the schools good and why there has been a cyclical struggle of ideas); (3) "How Do We Get More 'Good' Schools?" (good for what, good for whom, and redefining good schools); and (4) "Reflections" (the fundamental argument of the book, and negotiating durable dilemmas). (Contains approximately 205 references.) (SM)

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